

26531 - Development of Musical Expression

Syllabus Information

Academic year: 2023/24

Subject: 26531 - Development of Musical Expression

Faculty / School: 107 - Facultad de Educación

202 - Facultad de Ciencias Humanas y de la Educación

301 - Facultad de Ciencias Sociales y Humanas

Degree: 301 - Degree in Nursery School Education

302 - Degree in Nursery School Education

303 - Degree in Nursery School Education

ECTS: 6.0

Year: 3

Semester: Second semester

Subject type: Compulsory

Module:

1. General information

1.1. Goals of the subject

This subject is located in the third year of the Teacher Training Degree in Early Childhood Education. The students are in the process of acquiring some transversal competences, and are in optimal conditions to be adequately trained in the specific competences of the subject "Development of Musical Expression".

The main goal of the subject is to develop the musical perception and expression of the students of And their adaptation to Early Childhood Education at school, with respect to pedagogical aspects and teaching-learning processes.

This subject takes into account the SDGs, with special emphasis on the following: Health and wellness, Quality education, Gender equality. All SDGs are highlighted, and their integration is encouraged in all proposals and projects to be developed by students.

1.2. Context and meaning of the subject in the degree syllabus

This subject is the beginning of the student's contact with the pedagogical dimension of musical activities and creative activities. It constitutes the basis of knowledge to plan, program and evaluate musical activities and creative activities in a competent and effective way, to develop the necessary autonomy to be a teacher of Early Childhood Education and to integrate music in an optimal way in their daily work. It also marks the beginning of the research in the field of art and music education.

1.3. Recommendations to take the subject.

Students are recommended not only to attend theory and practical classes regularly, but also to be personally involved in the auditory, musical and didactic exercises, as well as to value the collaborative work in all the activities proposed by the teachers. In order to acquire the competencies of this subject, personal and systematic study is required. The course has a strong practical component and it is the responsibility of each person to study what is necessary.

2. Learning results

In this subject, all the general, transversal and specific competences stated in the degree's verification report will be taken into account.

Importance of learning results: The student of the Teacher Training Degree in Early Childhood Education is characterized by an open, prepared and restless professional profile, in continuous search for help and solutions to those faced in their day to day, music is a fundamental support in the process of teaching learning in all areas. The formation of the student in this subject will be fundamental for the development of a quality music education in the school.

3. Syllabus

1. INFLUENCE OF MUSIC ON CHILD DEVELOPMENT

1.1 Music and its importance in the early stages of life.

1.2. Developmental development and music education.

1.3. Psycho-pedagogical foundations of music education.

1.4- Music in the Early Childhood Education curriculum (0-3 and 3-6 years).

2. APPROACHES AND METHODOLOGIES OF MUSIC EDUCATION AND THEIR APPLICATION TO EARLY CHILDHOOD EDUCATION

2.1. Bases and precedents and methodological resources for music education: Dalcroze, Orff, Willems, Kodaly and Martenot, among others.

2.2. Creativity and the development of new languages: e.g. Vaughn-Frega, Hemsy, Schaffer, Paynter, Schafer, Denis and Self, among others.

2.3. Interdisciplinary proposals, innovation and research projects in the field of Music Education Infant.

3. THE CONTENT BLOCKS OF MUSIC EDUCATION AT THE EARLY CHILDHOOD EDUCATION STAGE

3.1- Vocal Expression and its didactics.

3.2- Expressive movement and dance and its didactics.

3.3- Instrumental expression and coordination and its didactics.

3.4- Musical Language and its didactics in Early Childhood Education.

3.5- Auditory education and sound contrasts (sound-silence, height, duration, intensity, timbre, etc).

4. MATERIALS AND RESOURCES FOR TEACHING MUSIC IN EARLY CHILDHOOD EDUCATION

4.1- Repertoire of songs. Selection criteria and didactics for their work in the classroom.

4.2- Repertoire of auditions. Selection criteria and didactics for their work in the classroom.

4.3- Musical instruments, sound toys, etc.

4.4- Repertoire of expressive movement activities and children's dance. Criteria for selection and didactics for their work in the classroom.

4.5- Musical games.

4.6. Computer resources for music teaching in Early Childhood Education.

5. BASIC MUSICAL CONCEPTS

5.1. Musical notation: basic concepts of musical reading and writing of rhythm and melody (to be broken down at throughout the term).

4. Academic activities

The type of methodology to be applied will be eminently active: experiential, globalizing, dialogic, creative, meaningful, critical and reflective, based on sound and musical experience. Therefore, all learning is based on listening, musical practice and pedagogical reflection. The subject will be developed from the thematic cores, giving them an integrating character through the different activities and tasks with artistic approaches. Tutorial work both in groups and individually and autonomously. The most significant methodological aspect will be through activities based on problems or practical case projects, to develop an open, imaginative and creative mentality, which takes into account the specific needs and learning difficulties of students in the early childhood stage, and sensitive to the values of interculturality, equity and equality and respect.

The support of the virtual platform (ADD or Moodle) can be used by both teachers and students as a way to access information, documentation and materials.

To help students achieve the expected results, these are the main activities:

Expository and theoretical-practical sessions (audition, musical interpretation, creation, didactic design, etc).

Practical classes, in which the experience of the different contents is integrated with their theoretical explanation and didactic reflection.

Directed, individual and group work.

Paper presentations.

Educational outings.

5. Assessment system

For students who follow the regular class attendance model (Continuous Evaluation):

1. Work/s elaborated according to the guidelines indicated at the beginning of the teaching of the subject, e.g., Music Project for Early Childhood Education or other (to be specified during the first fortnight of classes) (Value: 40%).
2. Theoretical and practical exercises of the subject (Value: 60%).

For students who do not follow the regular class attendance model (global evaluation):

1. Correct interpretation of a musical repertoire; Rhythmic reading; Aural recognition (50%).
2. Written test of the contents of the course (50%).

In the 5th and 6th call, the same exam will be taken as in the Global Evaluation.

Assessment criteria

The following will be valued:

- a) The rhythmic, melodic and expressive precision of the musical interpretations.
- b) Mastery of the proposed musical repertoire.
- c) Mastery of the theoretical and practical contents of the subject.
- d) Pedagogical correctness and didactic adequacy.

In all the aforementioned sections, the correct and accurate use of technical and academic lexicon will be taken into account.

Each student must achieve in each of the sections a minimum of five points out of ten, in order to pass the subject. The percentage grade of the first exam will not be saved for the following.

Students who, having obtained a grade equal to or higher than 9 points out of 10, would like to opt for an Honor's Degree, must take the overall test of the subject.

Finally, it must be taken into account that the Coexistence Rules Regulations of the University of Zaragoza will be applicable to irregularities committed in the evaluation tests through academic fraud as well as the application of Article 30 of the Learning Evaluation Rules Regulations in relation to irregular practices other than academic fraud.